DOCUMENT RESUME

ED 259 623 HE 018 504

AUTHOR Zusman, Ami
TITLE Doctoral Study in Graduate Schools of Education: Conflict between Research Ethos and Professional Mission. ASHE 1985 Annual Meeting Paper.
PUB DATE Mar 85
NOTE 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Conflict Resolution; *Doctoral Degrees; *Educational Change; Educational Objectives; Educational Quality; *Education Majors; Graduate Study; Higher Education; Reputation; *Research Skills; *Schools of Education; Teacher Education Programs
IDENTIFIERS *ASHE Annual Meeting; *Research Universities; University of California Berkeley

ABSTRACT

Impacts of conflicting academic and professional pressures on graduate schools of education in research universities are examined, along with reforms to reduce these conflicts. Information was obtained from reports and interviews at graduate schools of education, including the University of California at Berkeley, George Peabody College for Teachers at Vanderbilt University; Stanford University, Columbia University's Teachers College, the University of California at Los Angeles; and the University of Michigan. In schools offering both Ph.D. and Ed.D. degrees, most enrollments in education are in Ph.D. programs, most of which are applied, compared to the arts and sciences disciplines. In research universities an applied Ph.D. in education (as in other professional fields) is perceived by the "core" campus arts and sciences departments as illegitimate. At the University of California at Berkeley reforms were enacted to strengthen practice-oriented training through a revitalized Ed.D. program, while also maintaining separate research-oriented Ph.D. programs. Additional questions for doctoral study in education are included, along with a list of reviews of graduate schools of education. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED259623

DOCTORAL STUDY IN GRADUATE SCHOOLS OF EDUCATION:

CONFLICT BETWEEN RESEARCH ETHOS AND PROFESSIONAL MISSION

Ami Zusman

Graduate School of Education

University of California, Berkeley

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ami Zusman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 018 504

Paper prepared for the Annual Meeting of the

Association for the Study of Higher Education

Chicago, Illinois

March 1985

ASHE Association for the Study of Higher Education
The George Washington University/One Dupont Circle, Suite 630/Washington, D.C. 20036
(202) 296-2597

This paper was presented at the Annual Meeting of the Association for the Study of Higher Education held at the Palmer House Hotel in Chicago, Illinois, March 15-17, 1985. This paper was reviewed by ASHE and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC collection of ASHE conference papers.

ABSTRACT

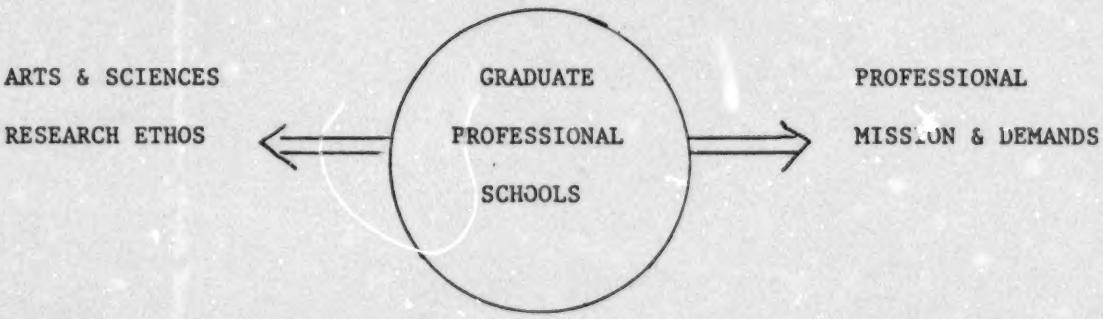
This paper examines the impacts of conflicting academic and professional pressures on a type of marginal organization, graduate schools of education in research universities. The paper discusses the responses of several such schools of education to these conflicting pressures, then examines more closely an at least partly successful attempt to reduce these conflicts--recent reforms at the Graduate School of Education at the University of California at Berkeley.

Graduate professional schools within research universities are pulled by conflicting missions, incentives and demands. On the one hand, they are pulled by the research model of the arts and sciences disciplines; on the other, by the demands for professional training and service (Glazer, 1974; Cheit, 1975; Judge, 1982). Disciplinary research is widely accepted within the institution as the university's central purpose and as the primary criterion for legitimacy. Like all academic departments, graduate professional schools are charged to contribute to basic knowledge and to train new researchers who will further knowledge. More importantly, faculty are hired and promoted primarily on the basis of their contributions to research--and departmental status in turn rests on faculty research excellence and on the perceived centrality of the departmental field to the arts and sciences "core."

Yet professional schools also have a long tradition of serving practitioners. Typically they were established with professional training as their main purpose. State legislatures hold public research universities accountable for providing "useful" knowledge and service; professional schools are often looked to to take the central role in fulfilling campus responsibilities for programs clearly directed toward public needs and demands. In addition, although faculty rewards are based heavily on research, professional schools' budgets are largely enrollment driven--and many if not most of their students are seeking professional careers (see Figure 1).

Like other such professional schools, graduate schools of education are pulled by these divergent missions, incentives and demands. These underlying conflicts are reflected in their doctoral programs--both the Ph.D. (the academic research degree) and the Ed.D. (the professional doctorate). As will be discussed further below, neither the Ed.D. degree program nor the Ph.D. in

Figure 1



*Disciplinary research as the university's central purpose

*Faculty hired and promoted primarily on the basis of academic research

*Departmental status rests on faculty research excellence and on department's centrality to the arts and sciences "core"

*Tradition of professional training and service

*State demands for "useful" knowledge (especially in land-grant universities)

*Profession-oriented enrollments

*Enrollment-driven budgets

Education has fully satisfied any of the relevant parties--the education profession, university arts and sciences faculties or university education faculties. Ph.D. programs in Education have been criticized as providing an inadequate theoretical base and insufficient grounding in methodology for academic research. Ed.D. programs have been seen, often by all parties, as second-class research programs; at the same time, they have been criticized as failing to serve their intended purpose, to provide the skills training and broad understanding of education which school administrators, program evaluators and other educational practitioners require.

Graduate schools of education are marginal, low-status organizations. There are several reasons for this. First, of course, as professional schools they are distant from "core" arts and sciences research. In addition, schools of education reflect the low-status of their clientele--teachers and other school personnel and disproportionate numbers of women and minorities. Unlike business or law schools, education schools also fall short on other criteria used to judge status: their faculty lack high business or political influence, nor could they earn high income outside the university. Glazer (1974) notes that education and other "minor" professions have also failed to achieve a perceived monopoly over knowledge deemed complex and important, their functions are largely controlled by agencies outside the profession, and they have ambiguous and often conflicting objectives. Finally, the relatively low test scores of many of those entering schools of education have tarnished the image of all schools of education, regardless of the quality of students and faculty at a given school.

This paper examines the following questions:

1. What are the impacts of conflicting academic and professional pressures on doctoral study in graduate schools of education?
2. What have been the results to date of one attempt to resolve these conflicting pressures--recent reforms at the University of California at Berkeley?

This paper examines the pressures, constraints and responses of a number of graduate schools of education in research universities. It then discusses the experiences and recent efforts to reform doctoral education at the Graduate School of Education at the University of California at Berkeley. The paper draws upon reports and interviews with faculty or administrators at a number of graduate schools of education, including the University of California at Berkeley, George Peabody College for Teachers (Vanderbilt University), Stanford University, Teachers College (Columbia University), UCLA, and the University of Michigan, as well as reports and information from other graduate schools of education. As Executive Assistant to the Dean of the Graduate School of Education at Berkeley, the author had access to internal files and memoranda at Berkeley as well as to faculty and administrative discussions.

The Ph.D. draw

Like other marginal, low-status organizations, graduate schools of education often attempt to imitate higher status units in order to secure recognition and legitimacy for themselves (Glazer, 1974). In schools of education, this means turning to arts and sciences research--and to the Ph.D., the academic research degree. In a review of Berkeley's school of education, a campus Academic Senate committee (Smelser Commission, 1981, p. 11) concluded that "Berkeley's marriage between the 'professional service' and the 'Arts and Sciences' principles" was not only "forced and intimate" but also "unequal." It added:

> While the campus originated as a land-grant institution--with a heavy commitment to professional service--and still has schools, colleges, and programs that reflect this principle, its dominant culture is more that of the Arts and Sciences.

Not only within the university but (to a lesser extent) within some segments of the education profession as well, the Ph.D. degree has higher prestige than the Ed.D. degree.

The higher status of the Ph.D. degree draws profession-oriented students, as well as research-oriented students, into Ph.D. programs. Where both degrees are available, the Ph.D. is usually the overwhelming choice, despite the questionable relevance of the kind of academic research training typified by a Ph.D. to individuals with professional career interests. At Berkeley in the

spring of 1983 (before recent reforms were instituted), only eight percent (22) of enrolled doctoral students in the school of education were pursuing Ed.D. degrees, even though a much larger proportion intended to pursue professional careers outside academia. At the University of Michigan, virtually no Ed.D. degrees were awarded prior to the recent restructuring of the school. The same is true at other major graduate schools of education offering both degrees (Schneider, 1984).

This problem, of course, is not confined to schools of education. For example, if one excludes Juris Doctor and the undergraduate Doctor of Optometry degrees, only 33 professional doctorates were awarded on the entire Berkeley campus in 1980-81; by contrast, Berkeley professional schools awarded more than 200 Ph.D. degrees that year.

Convergence of the two degree programs

The higher status of the research model yet the practical interests of predominantly profession-oriented students (and also the applied nature of education study itself) has a double-edged effect: (1) it pulls Ed.D. programs toward the Ph.D. research model, and (2) it pulls Ph.D. programs and dissertations toward applied interests.

Ed.D. "regression." Because of the primacy of the research mission in the university, requirements and expectations for Ed.D. coursework and dissertations now approximate those of the Ph.D. The Ed.D., too, becomes a research degree. In an evaluation of Stanford University's school of education program in administration and policy analysis, Lewis Mayhew (1974, p. 68) argued:

> [T]here has typically been an unfortunate regression of Ed.D. programs toward the form if not the substance of Ph.D. programs, caused by the presumed higher regard in which the Ph.D. is held, which is in turn largely due to the hegemony in universities of graduate faculties in arts and sciences. Yet a regressed Ed.D. degree can never be exactly comparable to the Ph.D. if the presumed needs of practicing administrators are accommodated. The result is that Ed.D. candidates have been forced to overcome hurdles largely irrelevant to their professional futures and to contrive dissertations that resemble Ph.D. theses but for which the candidates have been inadequately prepared.

A 1981 review of the Ed.D. degree at Teachers College noted that, although in theory Ed.D. students had wide latitude for choosing dissertation projects relevant to professional interests, in practice there had been "an increasing tendency in many departments and programs to expect the dissertation to be in the rigorous research mode of the Ph.D., with structured hypotheses that are to be tested through the application of discipline-based analytical methods" (Teachers College Ed.D. Committee, 1981, p. 11).

At Berkeley's school of education, this same Ed.D. "regression" occurred. Formally stated differences in the emphases, patterns of coursework and dissertation topics between Ph.D. and Ed.D. students had narrowed or disappeared. Students in both degree programs were required to take the same number of courses in research methodology and statistics--and the methodology courses students took depended on their field but not on whether they were pursuing a Ph.D. or an Ed.D. degree. Ph.D. and Ed.D. students took the same or largely the same sequences of required courses. Few courses were explicitly directed toward professional training at the doctoral level. Differences were relatively small: (1) Ph.D. students were required to take a larger number of courses in cognate disciplines (some of which could be approved courses within the school); (2) Ed.D. students were required to meet greater breadth requirements, but in practice the requirement was translated into one additional

foundation course for Ed.D. students; (3) the Ph.D. dissertation was to be a scholarly contribution to knowledge while the Ed.D. dissertation was to clarify or improve educational practice, but, as at Teachers College, maintaining that distinction was not always easy.

Given the movement of the Ed.D. toward Ph.D. requirements, particularly in schools in research universities, it is little wonder that, given the option, most students at most graduate schools of education choose the more prestigious Ph.D. degree--or that many professionals interested in advanced professional training are dropping out or perhaps not applying to these schools at all (Teachers College Ed.D. Committee, 1981).

Applied Ph.D. degrees. Conversely, because of the practical interests of profession-oriented students and the applied nature of education study, Ph.D. programs and dissertations tend to become more applied than those in the arts and sciences disciplines. Many, perhaps most, doctoral students in schools of education, both Ph.D. and Ed.D., have professional career objectives. Moreover, in some programs, a majority are employed full-time or nearly full-time in the schools or other educational organizations while enrolled in university classes. Such students bring extensive pragmatic knowledge about schools to their formal courses of study. But they must also fit their studies into demanding work schedules, and some have only limited interest in educational research. As a result, they may approach both their courses and their dissertations with a relatively singleminded purpose.

The programs in which these students enroll may reflect this pragmatic focus as well. In a recent review of UCLA's school of education, an external reviewer wrote that the great majority of doctoral students (most of whom are

pursuing Ph.D. degrees) are commuter students who take late afternoon or evening classes in four-hour blocks of time, once a week or so. He argued that this arrangement (which better accommodates working students) limits "the kind of university cultural and professional life" available to resident students, and he questioned whether this arrangement is "in the best intellectual interests of either faculty or students" (UCLA Graduate Council, 1984).

Yet it is not just the professional nature of students in education but also the applied nature of education study itself that makes a Ph.D. degree in education usually--and appropriately--more applied than a Ph.D. degree in an arts or science discipline. Education is a multidisciplinary, problem-oriented field of study, like medicine or business. In an applied field like education, research and development or application merge at the edges, so that unambiguously separating the two may be impossible as well as undesirable.

In the past, what separated Ph.D. from Ed.D. programs often was not so much stated objectives, coursework within education or types of dissertation but specific requirements for the Ph.D. degree that acted as barriers--not always rational or appropriate ones--to keep some students out of the Ph.D. program. Such Ph.D. requirements, such as a foreign language requirement or completion of substantial numbers of courses in cognate departments, have now often been eliminated or reduced. Thus, when foreign language requirements were eliminated in many schools of education, Ph.D. enrollments jumped, while Ed.D. enrollments plummeted (Robertson and Sistler, 1971).

Lack of differentiation. In short, differences between Ph.D. and Ed.D. programs in education have blurred. Surveys of schools of education have found few distinctions between their Ed.D. and Ph.D. programs (Robertson and Sistler,

1971; Schneider, 1984). Such formal differences as exist in principle often disappear in practice. At UCLA, for example, distinctions between Ph.D. and Ed.D. programs appear quite clear-cut: there are differences in admission requirements, separate sets of "academic" and "professional" courses, and different requirements for cognate courses and demonstration of professional competency. Yet reviewers of the school in 1983 concluded that the real differences were minimal. Both faculty and students, for example, regard the two sets of courses as interchangeable. And although Ed.D. students on paper have greater flexibility in the approach and format of their dissertation, faculty attitudes regarding appropriate doctoral work have persuaded almost all Ed.D. students to follow the traditional dissertation mode.

Again, professional schools in other fields have similar ambiguity and overlap of purposes and degrees. A 1977 campus review of Berkeley's department of mechanical engineering, for example, concluded that many of the Ph.D. theses in the department had an applied rather than a theoretical focus and would have fit as well or better as Doctor of Engineering theses. But the research model also shapes the professional doctorate in these other fields. In Berkeley's school of public health, Dr.P.H. degrees are reportedly as research-oriented as Ph.D. degrees and are indistinguishable from them.

There is, however, a critical difference between education and other professional fields. In almost all professional fields except medicine, law and education, most professional students are served through a Master's degree program, usually two years in length and explicitly professional in orientation. The great bulk of graduate enrollments in these other fields is in the professional Master's degree program, with comparatively few students in doctoral programs. In the field of education, however, no graduate degree below

the doctorate (e.g., Master's or Specialist in Education) has won wide recognition. The question that remains is: How have other professional schools in research universities managed not only to retain large enrollments in graduate professional degree programs but (presumably) to retain the professional orientation of these programs? Can schools of education learn from their example?

Instability

As we have noted, most doctoral enrollments in education (where two degrees are offered) are in Ph.D. programs, and most of these Ph.D. programs are relatively applied, compared to the arts and sciences disciplines.

This, however, is an unstable situation. In research universities, an applied Ph.D. in education (as in other professional fields) is perceived by the "core" campus arts and sciences departments as illegitimate. As a result, campus authorities may threaten or force the schools to reduce or abandon such an "inappropriate" or "low quality" Ph.D. degree, as has happened at a number of schools of education. Most recently, the University of Michigan's school of education was forced both to cut back its doctoral enrollments and to abandon Ph.D. training, except in two fields (speech and language pathology, higher education). In other fields, Ph.D. degrees can be offered only as joint degrees with the relevant disciplinary department. In advocating the elimination of Ph.D. work in the school, except in conjunction with other departments, the Michigan review committee cited both quality and appropriateness arguments: too many students were being trained, it asserted, to maintain "the level of quality desired," and the Ph.D. was inappropriately being used "to provide a credential or training for those whose basic career lines are in administration or the

practice of education." At Harvard, the giving up of Ph.D. degree authority and the use instead of the Ed.D. degree (which Harvard created in 1920) was largely the price the school of education paid for gaining autonomous status within Harvard University (Powell, 1980). Similar arrangements were imposed on other schools, such as Teachers College at Columbia University. At the extreme, the conclusion that the school of education was not serving the university's central academic mission (nor other important functions) has led to closures of schools of education, as at Yale and Duke Universities--and as was the prospect at Michigan and Berkeley.

If the primary purpose of such campus actions is to keep the Ph.D. degree "pure" (few reviews arise out of concerns for the need for professional training),* a second purpose is to provide a place to channel pressures for the campus to provide professional training. Education study provides several latent functions for the university--including providing a place for professional programs and students that the rest of the campus does not want but that it might otherwise be forced to accept. Thus, campus plans to cut back Ph.D. programs and enrollments are often accompanied by drives to concentrate school of education enrollments in recognizably professional programs--e.g., the Ed.D.--as at Michigan, Peabody and more recently the University of California. But given the centrality of the arts and sciences in the research university, typically such professional enrollments are to be part of a smaller school of education.

---

*A major exception is the recent University of California report on the University's role in precollegiate education, chaired by the former dean of UCLA's Graduate School of Education, which strongly advocated greater emphasis on and reforms to improve professional training (University-Wide Program Review Committee, 1984).

In short, while the marginal graduate school of education continuously seeks the status of the arts and sciences core, the core keeps pushing the school away--to maintain the university's "basic" (as opposed to "applied") orientation, or to maintain a place where professional pressures can be channeled. Yet schools of education continue to face conflicting reward and status incentives based on research performance and budgets driven by profession-oriented enrollments. As a result, schools of education frequently oscillate between one emphasis or another, or try to meet all the demands at once. Berkeley's school of education, for instance, witnessed a series of often contradictory internal and external reviews calling on the school to emphasize rigorous, research-oriented doctorates (1969), to emphasize professional training (1984), to withdraw from professional training (1978, option), to phase out the Ed.D. degree (1976, 1981b), to phase out the Ph.D. (1981a, option), or to phase out the school and redistribute education faculty and research to other departments (1981a, option). The same has been true at other schools. Harry Judge (1982, p. 47), looking at U.S. graduate schools of education from his perspective at Oxford University, stated this trenchantly:

> Perhaps the dominant impression left in my mind at the end of my visits and talks is one of institutions perpetually on the move--but not all in the same direction nor always with consistency, and not necessarily going anywhere.

ATTEMPT AT SOLUTION: REFORM AT THE UNIVERSITY OF CALIFORNIA

In 1983, the Graduate School of Education at the University of California at Berkeley began an intensive review of doctoral study at the school, in an effort to resolve the continuing conflict of academic and professional pressures and demands. This review led to reforms to strengthen practice-oriented professional training through a revised and revitalized Ed.D. program--while yet maintaining separate and distinctive research-oriented Ph.D. programs.

As noted above, this was not the first attempted reform at Berkeley. Since at least the mid-1960s, Berkeley's school of education had been subjected to numerous internal, campus and universitywide reviews that sought to define or redefine the school's role in doctoral study in education, to distinguish between research and professional training, and to establish standards and criteria for Ph.D. and Ed.D. degrees. These reviews arose out of charges and perceptions--not always based on facts--of serious problems in the school's doctoral programs, among them that the school was awarding Ph.D. degrees to too many students whose dissertations fell below the campus standard, that few if any differences between Ph.D. and Ed.D. program requirements existed, and that students deemed below Ph.D. quality were directed into the Ed.D. degree, whether or not their career objectives differed from students in Ph.D. programs. However, regardless of their recommendations, the impacts of these reviews were minimal. Although the reviews led to clearer specification and differentiation of the objectives for the Ph.D. and Ed.D. degrees, in practice most of the proposed reforms to differentiate Ed.D. and Ph.D. programs' content and admission requirements either were not implemented or did not in fact succeed in

differentiating the degree programs. Nor did the reforms succeed in attracting students into Ed.D. programs.

In 1983, however, a new attempt was made to reform Ph.D. and Ed.D. study. Like earlier efforts, this attempt resulted from unresolved campus dissatisfaction, primarily with the Ph.D. in Education, as well as from new leadership within the school. The campus graduate council, an academic senate body with significant academic authority, informed the school that it wanted a review of the "Ed.D. issue"--and rumor had it that it was considering recommending that the Ph.D. in Education be abolished. Indeed, in 1981, the Berkeley campus came close to abolishing the entire school of education; perceptions of the school's weak and applied Ph.D. degrees, as well as its marginality to the university's arts and sciences "core" and to the education profession, were among the factors leading to this consideration. In addition, in April 1983 a new dean, Bernard R. Gifford, was appointed to the school--the school's first permanent dean since 1977. Charged by Berkeley Chancellor I.M. Heyman to renew professional training and rebuild the school's professional linkages, Dean Gifford sought review of doctoral degree programs as part of an overall effort to establish a more appropriate balance between research and professional missions.

The school of education's faculty members had very divergent views regarding the school's proper missions and course of action, given campus, professional and internal pressures and influences. Most faculty in the school have been hired as researchers and disciplinarians and have been rewarded as such. Some programs within the school are especially oriented to academic research, and faculty in these programs looked upon Ed.D. degrees with disfavor. On the other hand, other school programs serve primarily profession-oriented

students, many of whom already have extensive professional experience and significant numbers of whom continue working as professionals during their enrollment in the school. In addition, the line between educational practitioner and educational researcher (or between researcher and policy analyst) is not always sharp. Many graduates' career paths alternate between academic positions, government, and administrative or other professional positions. Others have positions in which they undertake both "basic" and "applied" research or have responsibilities for both research and administration.

Given these differing viewpoints and concerns, administrative staff in the school undertook a detailed analysis of the problems of doctoral study and the different courses of action adopted by other graduate schools of education. Staff developed a set of options from which Berkeley's school might choose, as well as the costs and advantages of each. After considerable discussion among faculty about these issues and options at a school retreat, a faculty committee, comprised of individuals with divergent views, was assigned to develop a concrete plan for implementing a new approach to doctoral study in the school.

The Reforms

The result of these efforts was compromise and consensus on major changes. Neither the dean nor the faculty was willing to drop research and Ph.D. training, yet there was growing recognition by all parties that the school of education had to play a larger role in providing, and strengthening, professional training. Consequently, the faculty committee recommended that the school maintain both degrees and that it make a number of changes to strengthen and expand Ed.D. programs. The Committee report was adopted by the school's

faculty in June, 1984. Together with related recommendations and decisions, initial implementation was begun in fall, 1984, although some elements are still being developed.

The reforms seek to achieve three main goals: (1) to strengthen professional training through practice-oriented Ed.D. programs, (2) to distinguish Ed.D. and Ph.D. programs more clearly and to maintain appropriate standards of each, and (3) to increase the numbers and proportion of doctoral students in Ed.D. programs.

1. Practice-oriented Ed.D. programs. To create a program more relevant and attractive to practitioners, the school has made a number of changes in Ed.D. programs. These include:

(a) Curricula which are more tightly structured and focused on applying and interpreting knowledge: Ed.D. students are required to develop and demonstrate mastery in two areas of specialization related to professional practice. To ensure that practitioners gain necessary knowledge, programs also have instituted different course requirements and a larger number of required courses for Ed.D. students. Because research methodology courses are often irrelevant to the kinds of research and analytical tasks practitioners perform, the school is currently developing a new methodology course intended to develop practitioners' skills in interpreting and applying theory and research to problems in the field. Changes to institute a broader and integrated core curriculum (for all graduate degree students) are still under way.

(b) Greater emphasis on clinical or field-based learning: Ed.D. students will undertake at least one field-based "practicum" in each of their two areas

of specialization. These are intended to give students greater "hands-on" experience and (where feasible) experience in settings other than those in which they have worked.

(c) An Ed.D. project and thesis directed toward improving educational practice: Ed.D. students will undertake and analyze a project oriented to educational practice--for example, a program evaluation, implementation of a new policy, program or procedure, or field testing of a new curriculum. To ensure that Ed.D. theses <u>will</u> be directed toward issues of real importance to the field, the school has established an Ed.D. Advisory Panel, comprised of distinguished practitioners in several areas, to evaluate whether proposed thesis projects are in fact likely to improve educational practice.

(d) Prior professional experience: To indicate the seriousness with which professional training is being taken and to ensure that Ed.D. students have adequate backgrounds and shared professional orientations, Ed.D. applicants must have at least three years of full-time equivalent experience as practicing educational professionals.

2. <u>Maintaining clear and appropriate distinctions between Ed.D. and Ph.D. programs</u>. Maintaining in practice distinctive Ed.D. and Ph.D. programs that serve their intended audiences is not easy. Although Ed.D. and Ph.D. students take some different courses and have some different course requirements, most courses may be taken by both Ph.D. and Ed.D. students, (Indeed, in an applied field like education, training should overlap so that research and the needs of the profession can inform each other.) The Ed.D. Advisory Panel is an important mechanism to establish the legitimacy of the Ed.D. degree and prevent it from

regressing to the Ph.D. model. The Advisory Panel has already had a positive impact by significantly strengthening the first proposal reviewed. The school has also tightened internal review procedures regulating the quality and appropriateness of both Ph.D. and Ed.D. theses. Individual programs and divisions within the school are responsible for developing further curricular distinctions between Ph.D. and Ed.D. degrees. These revisions are still underway. As the numbers of Ed.D. students entering the school increase, the feasibility and incentive to develop new courses specifically oriented to their needs should also increase.

3. Increasing the proportion of Ed.D. students. The institution of a revised Ed.D. program designed to be more attractive and relevant to practitioners--and the dean's strong support for Ed.D. programs and students--have had an effect. Enrollments in Ed.D. programs have increased significantly. Between spring 1983 and fall 1984, less than two academic years, Ed.D. enrollments increased from eight to thirteen percent of all doctoral enrollments. More dramatically, 45 percent of all new doctoral students in fall 1984 enrolled for the Ed.D. degree. Most of these Ed.D. increases are due to enrollments in one division in the school, Educational Administration and Evaluation, which both increased its doctoral enrollments substantially and, in accord with the school's new emphasis, directed most new applicants into Ed.D. programs. If Ed.D. enrollment growth is to be sustained, other divisions will have to increase the numbers of Ed.D. students in their programs as well.

These Ed.D. increases suggest that enrollments in professional Ed.D. programs can be stimulated even in a research university where the Ph.D. is also offered or where alternative Ph.D. programs and institutions are available. There has been substantial support (and indeed pressure) for greater attention

to professional training in education and for a strengthened Ed.D. degree for professionals by the dean, the campus administration and some segments of the academic senate. Support for professional--and Ed.D.--training has come also from a prominent universitywide committee, appointed by University President David Gardner, which concluded that the primary orientation of the university's schools of education should be a professional one and that the Ed.D. should be the predominant doctoral degree offered by the schools. These influences should help maintain Ed.D. enrollments or even prompt further increases.

The process of change is not over. Efforts to resolve at least two major concerns continue. First, how to implement changes in the face of real constraints. For example, the intent of the field-based practicum is to broaden students' professional experiences, ideally by placing them in settings other then those in which they have already worked. However, the lack of appropriate paid positions available for short-term employment could limit programs' ability to provide such experiences. Second, some segments of the school argue that Ed.D. enrollments need to be further increased and that more school programs need to become more involved in Ed.D. development. Within Berkeley's research climate, attempts to further expand the scope of the Ed.D. could create faculty resistance. Yet those divisions and programs which have made a heavy commitment to the Ed.D. degree have expressed dissatisfaction at the slower pace taken by other programs. To deal with this issue, the school's faculty voted that each division would present a plan by fall 1985 which provided proposed proportions of new Ed.D. and Ph.D. admissions in their programs.

CONTINUING QUESTIONS FOR DOCTORAL STUDY IN EDUCATION

It is too early to assess the outcomes of the reforms at Berkeley, but there are a number of continuing questions--questions important not just at Berkeley but at all schools of education involved in doctoral study:

1. Within the context and mission of a research university, can an Ed.D. program be created and maintained that is so clearly relevant to practice that practitioners will choose it over the presumably higher status Ph.D. degree? What institutional support and what institutional mechanisms and procedures are needed to accomplish this?
2. In a research-oriented institution, will current faculty have the knowledge and skills to provide high-level professional training to individuals who already have some or extensive professional experience? If additional faculty strengths are needed, how might these be acquired?
3. Can appropriate differences (in coursework patterns, orientation to full- or part-time study, thesis/dissertation, career placements) be maintained between Ph.D. and Ed.D. programs?
4. Since education is an applied field, what common elements should academic and professional programs contain?
5. If internal attempts to reform doctoral study in schools of education fail, will campus or other external decisions be imposed? At what cost?
6. Can a school of education in a prestigious research university be a pacesetter for schools elsewhere--providing legitimacy for advanced professional training in education?

SELECTED REVIEWS OF THE GRADUATE SCHOOL OF EDUCATION,

UNIVERSITY OF CALIFORNIA AT BERKELEY

1969 University of California, Berkeley. Revised Academic Plan, 1969-1975 (Walter D. Knight, Chair, Academic Plan Steering Committee).

1976 Academic Program Review Committee for Education (Earl F. Cheit, Chair). The Study of Education: A Review of the Education Programs in the University of California. Berkeley: University of California, Systemwide Administration.

1978 Ad Hoc Committee to Review the Graduate Program in the School of Education (Stanley Berger, Chair). Report. Berkeley: University of California, Berkeley.

1981a Commission on Education (Neil Smelser, Chair). Report of the Commission on Education. Berkeley: University of California, Berkeley.

1981b Weiner, Stephen S., Acting Dean of the School of Education and Assistant Vice Chancellor. Report to the Chancellor Regarding Education on the Berkeley Campus. Berkeley: University of California, Berkeley.

1982 I.M. Heyman, Chancellor. Memorandum to the Chair of the Berkeley Division of the Academic Senate, re: School of Education. Berkeley, University of California, Berkeley, January 13, 1982.

1984 University-Wide Program Review Committee (John I. Goodlad, Chair). The Role of the University of California in Precollegiate Education. Berkeley: University of California System Wide Administration.

REFERENCES

Cheit, Earl F. The Useful Arts and the Liberal Tradition. New York: McGraw-Hill, 1975.

Glazer, Nathan. "The Schools of the Minor Professions," Minerva, 12 (July, 1974), 346-364.

Judge, Harry. American Graduate Schools of Education: A View from Abroad. New York: Ford Foundation, 1982.

Mayhew, Lewis B. Educational Leadership and Declining Enrollments. Berkeley: McCutchan Publishing Corporation, 1974.

Powell, Arthur G. The Uncertain Profession: Harvard and the Search for Educational Authority. Cambridge, Massachusetts: Harvard University Press, 1980.

Robertson, Neville, and Jack K. Sistler. The Doctorate in Education. Bloomington, Indiana: Phi Delta Kappa, 1971.

Schneider, Barbara L. "Ed.D. and Ph.D. Programs: An Issue of Distinction," Communicator, Council of Graduate Schools in the United States, 7 (August, 1984), 1-2.

Smelser Commission. Report of the Commission on Education (Neil Smelser, Chair). Berkeley: University of California, Berkeley, 1981.

Teachers College Ed.D. Committee. The Doctor of Education Program. New York: Teachers College, Columbia University, 1981.

UCLA Graduate Council. Eight-Year Review of the Graduate School of Education. Los Angeles: UCLA, 1984.

University-Wide Program Review Committee. The Role of the University of California in Precollegiate Education. Berkeley: University of California Systemwide Administration, 1984.

Teachers College Ed.D. Committee. The Doctor of Education Program. New York: Teachers College, Columbia University, 1981.

UCLA Graduate Council. Eight-Year Review of the Graduate School of Education. Los Angeles: UCLA, 1984.

University-Wide Program Review Committee. The Role of the University of California in Precollegiate Education. Berkeley: University of California Systemwide Administration, 1984.